**K-5 ELA Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | **Grade: 1st** | | | **Date(s)**: September 7 – Day 5 |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: Designing a Survey** | | |
| **Essential Question(s): How do illustrations help good readers locate and remember the important details in a story?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **~Writing Frame (See Attached)**  **~Pictures of students (take with personal Digital Camera)**  My Friend \_\_ (**Name of Student**) \_\_\_\_\_\_\_  This is my friend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  She/ He is \_\_\_\_\_\_\_\_\_\_ years old.  His/her birthday is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  His/her favorite color is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I think she/he would be a good friend because  he/she is \_(Trait 1)\_ and **\_(**Trait 2)\_ . | | | | **Character traits**  **Respect**  **Trustworthy**  **Generous**  **Dependable**  **Responsible**  **Fairness**  **Honesty**  **Kindness** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards: RL.1.1; RL.1.2; RL. 1.2; RL.1.7; RL.1.10; RI.1.1; RI.1.2; RI.1.4; RI. 1.7; RI. 1.10**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: Reread a favorite book used previously in this unit. Have students help you to recall and retell the information/story. Discuss the character traits that are featured.**  **See also speaking and listening.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Writing**  **Standards: W.1.1; W.1.5; W.1.6;W.1.8; L.1.1; l.11.2; L.1.4; L.11.5**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan:**  **Using the interview script from yesterday, students will write a description of their friend (partner). The description will include name, age, birthday, favorite color and two qualities (character traits).** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards: W.1.1; W.1.5; W.1.6;W.1.8; L.1.1; l.11.2; L.1.4; L.11.5**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: See writing. Students will be using these words as they complete their writing frame.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Speaking & Listening**  **Standards: SL.1.1; SL.1.2; SL.1.3;SL.1.5; L.11.6**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: See reading. Discuss the character traits featured in previous books read throughout this unit.**  **.** | | | | |
| **TECHNOLOGY** | **Use You-Tube songs – I Love Lucy; Pooh Friendship Song; Miley Cyrus; Spongebob Fun Song; Barney Friend Song.**  **Power Point** | | | | |
| **Closing/Summarizing Strategy** | **Sharing with each other and classmates.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Make a T-Chart of good character traits and undesirable character traits.** | | **Draw a picture of a good character traits and an undesirable character trait and write a caption for each.** | | | **Draw a picture of a good character traits and an undesirable character trait.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  See writing frames to check for understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*